2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) __X Elementary __ Middle __ High __ K-12 __Charter

Name of Principal Mrs. Erica Kludt-Painter
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Rae C. Stedman Elementary School
(As it should appear in the official records)

School Mailing Address 303 Dolphin Street P.O. Box 289
(If address is P.O. Box, also include street address)

Petersburg Alaska 99833-0289
City State Zip Code+4 (9 digits total)

County N/A State School Code Number* 390010

Telephone (907) 772-4786 Fax (907) 772-4334

Website/URL http://www.psgsd.k12.ak.us/ E-mail ekludt@psgsd.k12.ak.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Gary Jacobsen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Petersburg City Schools Tel. (907) 772-4271

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Laurie Bergren
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   - 1 Elementary schools
   - 1 Middle schools
   - _____ Junior high schools
   - 1 High schools
   - _____ Other
   - 3 TOTAL

2. District Per Pupil Expenditure: $9019.82

   Average State Per Pupil Expenditure: $4919.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [X] Rural

4. 5 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					**7**			
K	23	18	**41**		**8**			
1	24	19	**43**		**9**			
2	16	18	**34**		**10**			
3	31	9	**40**		**11**			
4	23	20	**43**		**12**			
5	24	23	**47**		**Other**			
6								
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						248

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

67 % White
2 % Black or African American
6 % Hispanic or Latino
6 % Asian/Pacific Islander
19 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 10 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	11
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	24
(4)	Total number of students in the school as of October 1	241
(5)	Total transferred students in row (3) divided by total students in row (4)	0.10
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 3 %
8 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Spanish, Vietnamese, Cambodian (Khmer)

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 114

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___21___%
___52___Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

__1_Autism	____Orthopedic Impairment
____Deafness	__7_Other Health Impaired
____Deaf-Blindness	__4_Specific Learning Disability
____Emotional Disturbance	__39Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
__1_Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	____1__	____0___
Classroom teachers	___11__	____2___
Special resource teachers/specialists	____4__	____4___
Paraprofessionals	____10_	____2___
Support staff	____2__	____2___
Total number	___28___	____10__

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: ___21__

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	94.0%	94.1%	94.8%	93.8%	94.8%
Daily teacher attendance	94.3%	95%	92.2%	95%	94.5%
Teacher turnover rate	**5%	*4.8%	*4.2%	0%	*12%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

*Teacher retirements **In-district transfer

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other (travel, staying home, etc.)	_____%
Unknown	_____%
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Rae C. Stedman Elementary School is located in Petersburg on Mitkof Island in Southeast Alaska. Traditionally a fishing and logging community and accessible only by water or air, Petersburg's primary economic base currently revolves around the fishing industry and support services for the US Forest Service. Petersburg has a winter population of about 3100 people and gains another 500 in the summer due to migrant workers for the fishing industry.

Now known as Alaska's Little Norway, Petersburg was founded by Norwegian fishermen. Tlingit families also used the location during the summer as fish camps. About 18% of the student population is Native American. Both Norwegian and Tlingit heritages are reflected in the school curriculum.

Petersburg has a temperate rain forest climate and receives over 110 inches of rain per year. Part of the precipitation may take the form of snow; sledding, skiing, snowboarding and snowballs are popular winter activities. Outdoor activities are important to the town and to the school. Covered playgrounds permit students to enjoy outdoor recess each day. Throughout the entire year hunting and fishing as well as picnicking and hiking are popular activities enjoyed by families.

Stedman Elementary contains kindergarten through fifth grade and serves 248 students in a quality program that seeks to meet the academic, aesthetic, physical and social needs of its students. Each grade level has two sections so class size is kept in the 20 students per class range. An excellent special education program with two certified teachers and nine teacher aides assist students who need additional help in order to be successful. A swim program ensures that every student who attends Stedman Elementary School is a competent swimmer which is essential for a community which earns its living and plays on the water. Swim classes alternate with traditional PE classes to provide a complete physical education program. Music instruction in grades three through five is provided by the high school music teacher; a half-time counselor is available to help students learn about themselves and get along with others in a safe and wise manner. Students participate in library time; their Stedman library card permits them to use the city library as well. Technology education occurs in specific classes as well as being incorporated in all classes.

The warm relationship that students enjoy with their teachers and other staff members is obvious as soon as one enters the school. Students are greeted by the principal with a smile and their first name. Because students and their parents see the staff outside of the school building, students are known in a multidimensional way that is not possible when school and community are separated. Grocery shopping, picking up the mail at the post office, and social activities provide many opportunities for informal interaction. Community support is seen by the large number of parents and community members who logged over 500 hours of volunteer service in our school last year. Petersburg Indian Association, US Forest Service, Petersburg Arts Council, local health professionals, law enforcement, volunteer firemen, elected officials and social service workers contribute to the richness of the students' experience at school.

Stedman Elementary enjoys a highly talented and dedicated staff that works together to maximize each other's contribution in terms of talent, expertise and enthusiasm. Three of our teachers attended Stedman Elementary; this is a source of pride for the school. The staff examines and evaluates the total curriculum to make sure that it reflects the best practices and most current research in education. It seeks to enrich the curriculum while maintaining a strong basic foundation of a sound elementary education and fulfilling the school's mission of "providing a safe educational environment where all students are challenged to become lifelong learners."

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.

Rae C. Stedman Elementary School utilizes a wide variety of assessment tools to assess and guide instruction on an individual and school-wide basis. Informal assessment provides a continuous evaluation of how individual students are doing on a daily basis; teachers are able to determine if students comprehend and relate to the lessons presented. Authentic assessments and completion of tasks/projects permit students to say, "I did it!" and demonstrate their understanding and knowledge. Another level of assessment involves teacher-made tests and chapter tests. Computer tracking of scores aids in providing up-to-date information for students, parents and teachers. The school is currently establishing the Power School communication system that will permit parents to monitor student grades, assignments and completion of assignments from home. Report cards are provided on a trimester basis and parent/student/teacher conferences are held three times a year, including a Get to Know My Child conference in September. This provides a chance for staff and parents to meet. Special Education and English as Second Language referrals are made for students identified in need of such services. A final level of assessment involves the state mandated formal assessments.

At the building level, all kindergarten-fifth grade students are assessed three times a year with the DIBELS assessment tool. This allows us to determine whether students are at risk in reading. Analysis of these scores permits us to determine specific interventions for students. All students in grades one through five are also assessed three times a year with Renaissance Learning STAR Math and Reading assessments to determine zones of proximal development and appropriate grade levels for instruction. This allows our staff to individualize instruction for all students and provide remediation and accelerations where appropriate.

The state of Alaska developed benchmark tests for grades three, six, and eight as well as a high school graduation-qualifying exam for grade ten. Now standards-based assessments for elementary school more clearly reflect how students are developing in reading, language and mathematics. Scores indicate if students are proficient or not. Additional categories point out high proficiency and very low proficiency as well. This four level schema makes identification of students who are not succeeding easy.

Stedman Elementary is very proud that all subgroups of third graders scored very well on the recent state assessment. Alaska Natives/American Indian, disabled, low income and migrant students all scored in the proficient category, with many students scoring at the advanced level and meeting the annual measurable objectives of the State of Alaska in reading, language and mathematics.

Stedman students in grades 4 and 5 participated in the Terra Nova standardized achievement test as mandated by the State of Alaska. The State of Alaska has identified performance standards that are tracked and reported publicly on the State Department of Education website at: www.eed.state.ak.us/tls/assessment/results.html. Recent test scores have been converted to the same format as the benchmarks, with a proficient/not proficient schema. Disparities in the subgroups of disabled and Alaska Native/American Indian reflect the small number of students in these groups. The staff continues to work with individual students to help them achieve their best and to master the skills they need in reading, language and mathematics. High academic success for all students continues to be a high expectation of our staff. We expect our students to perform well and work hard to ensure that they will succeed.

2. **Using Assessment Results:** Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.

Stedman Elementary School synthesizes assessment data from formal and informal testing, standardized with norms and standards based objectives, classroom observations and teacher or textbook tests, authentic assessment such as portfolios and projects, and other observable data, as well as specialized evaluations such as special education and second language testing. Such a wide range of assessment ensures that no one single tool is the sole deciding factor in assessment to improve student and school performance.

Because the mandated State of Alaska testing is based upon the designated State standards, these scores are scrutinized to determine how our curriculum aligns with the State standards and how our students are progressing in reading, language and mathematics. This becomes the basis of the curriculum review cycle in which all areas of the curriculum are reviewed in a six-year cycle.

Individual student assessment scores and observations of classroom performance may be used to determine whether a referral should be made for special education services, English as a Second Language classes, or additional help within the classroom. Such assessment is used to create the student's plan of instruction and services needed to allow students adequate access to their education, and in annual reviews and three-year evaluations. An extended day for students in kindergarten and first grade provides direct instruction for students who need additional time with a teacher to solidify concepts and skills in reading and mathematics. Recommendations for summer school are based on a wide range of assessments.

Teachers, administration and the school board carefully study the State of Alaska mandated assessment results with specific attention to subgroups and areas in which a substantial number of students score lower than expected or desired. Results of such analysis create a continually improving curriculum and high academic success for all students.

3. **Communicating Assessment Results:** Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Our school uses a variety of strategies to communicate student performance to parents, students and the community. In addition to traditional report cards, Stedman School is in the process of implementing a program called Power School that will permit parents to view their children's assignments, assessments, grades, attendance and progress on line and communicate with teachers via e-mail. This system has worked well at the high school, and we are looking forward to using it at the elementary school. Parent/student/teacher conferences are held three times each year, and include discussion of assessment and student progress in academic areas as well as other aspects of the student's life.

Assessment for Special Education and English as a Second Language requires a meeting of parents, students and staff. Specific guidelines are mandated by these programs and are followed exactly to ensure that parents and students are fully aware of the information provided by the assessment and to plan for the student's further educational services.

Assessment results are provided to the community in a variety of written, oral and electronic means. The results are contained in the Petersburg School District Report Card that is published in the local newspaper (The Petersburg Pilot) and on-line at the State of Alaska Department of Education and the Petersburg School District web site. The assessment results are presented and discussed at the Petersburg School Board meetings, which are broadcast to the entire community on the local public radio station (KFSK). Reports on the school board meetings and the assessment scores invariably find themselves in the newspaper and on the local radio news. The superintendent's, principal's and teacher's newsletters also contain information about assessment results. District newsletters are mailed monthly to all box holders in town.

Many teachers post progress charts in their classrooms that keep a running tally of skills mastery and provide a visual reinforcement of individual progress and motivation for other. Demonstrations of good work are displayed throughout the school on bulletin boards and the halls for all to see.

4. **Sharing Success:** Describe in one-half page how the school has shared and will continue to share its successes with other schools.

Being an isolated community without road access to other towns and school districts, Stedman Elementary School does not often have a chance to share its successes and concerns with other schools in the usual manner. However, our staff is resourceful and takes advantages of all opportunities that present themselves. These opportunities include conferences, visits to other communities, summer school, classes by Internet and long distance delivery, e-mails to other professionals and peers, and the Internet itself.

The principal, the superintendent and school board members, with their own network of communication, attend their respective conferences and explain to their peers how Stedman Elementary is able to achieve high academic success for all students.

Stedman Elementary staff members learn and share with the professionals who come to Petersburg for presentations, conferences and meetings. SESA (Special Education Service Agency) is an example of how agencies both bring services and share our successes with other districts that they visit.

Stedman Elementary School also shares with the two other schools in the Petersburg School District, the Mitkof Middle School and Petersburg High School. This sharing takes place both informally and formally. One significant means is the Curriculum Steering Committee that is composed of all administration, teachers from all three schools, parents, students, and a school board member. This committee reviews the curriculum on a six-year cycle and together examines what works and what does not work, and how the local curriculum aligns with the state standards. The understanding and unity which is created by this committee and its review creates a seamless curriculum for all students to achieve academic success and enables all district staff to gain an understanding of the interrelationship of the three schools and their individual needs. Such understanding permits all district staff to feel ownership for all students and their success in Petersburg.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions. (Foreign language instruction as a part of the core curriculum is an eligibility requirement in grades 7 and higher and must be taught as a whole-year subject.)

Rae C. Stedman Elementary School's curriculum is based on the Alaska State Content and Performance Standards and has been designed through an extensive district–wide curriculum mapping process. Teachers have a strong sense of ownership in our school's curriculum due to this "ground up" design process, and truly understand expectations across all grade levels. Reading is the primary focus at Stedman Elementary, and we consider it our most important charge. Our goal is that all students will be proficient readers by third grade, and our entire school schedule is based on the facilitation of our kindergarten-third grade reading groups. All Title 1 reading teachers, Special Education teachers, and support staff are available during these key times to provide necessary support to classroom teachers and students. We are thus able to provide specific reading instruction to small groups of students.

We celebrate reading in our school in a variety of ways. Our parent/teacher organization provides a fantastic, all-inclusive Book Fair each fall in conjunction with our local book store. We have a huge Dr. Seuss reading challenge every year in honor of Dr. Seuss's birthday and the national Read Across America campaign. Children have the opportunity to earn reading medals during this competition. We encourage parent and community volunteers to come into the school to read with individual students. Our community is very supportive and proud of their school, and we rarely have a shortage of volunteer help when we need it.

Writing is integrated in all curriculum areas at Stedman Elementary, and is visible in our classrooms and hallways. Teachers incorporate the Six Traits of Writing, and instruction is scaffolded across grade levels so all students share a common language. This is also an area where technology is incorporated in a meaningful way, as students publish stories, research papers, and class books. There is an emphasis on the writing process as well as the finished product, and students feel a great sense of pride in their work. Parents and community members are often invited into the school to view these projects. Students also create specific written projects for various community agencies, including the Forest Service, our local museum, our after school Children's Center partners, and our public library. We receive very positive feedback from community members and tourists alike on these visible projects.

Our Mathematics curriculum is a combination of the Every Day Math program, problem solving and critical thinking activities, hands-on manipulatives, and the Accelerated Math program to support individual learners. We strive to provide a balanced program that supports basic facts instruction and relevant application of mathematical concepts.

Our Science curriculum incorporates the inquiry-based FOSS (Full Option Science System) interactive kits and specific units of study related to Petersburg and the state of Alaska. We consider ourselves fortunate to live in a "virtual" science lab. Our environment is filled with natural wonders and abundant wildlife. Students explore geological processes evident when they look out the window at jagged mountain peaks, glaciers, and valleys. Local Fish and Game scientists often visit our classrooms and engage students in studies regarding migratory patterns and habits of humpback whales, and habitats of local fish and wildlife species. These scientists proudly display student projects in our local Fish and Game office.

Our Social Studies curriculum moves students along an expanding continuum, beginning with studies related to their families and their communities, moving on to more comprehensive studies of Alaska, our country, and our world. We have a very active Indian Education Program, and our students participate in a variety of Native cultural activities, including a Tlingit/Haida Potlatch and Fish Camp. We often have Tlingit and Haida elders come into the classrooms to share their family histories, language, and culture.

We are proud of the fact that Stedman Elementary students participate in a daily physical education program, alternating every other week with one week of P.E. and one week of Swimming/Water Safety. We are fortunate to have a part-time music instructor, and students receive instruction in music history, note-reading, and participate in vocal activities. We do not have an Art specialist, but participate in the Alaska State Artist in the Schools program, where nationally known artists come into our school for 3-4 week residencies. Our parent/teacher organization supports this endeavor by providing volunteers and funding.

2a. **(Elementary Schools) Reading:** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Rae C. Stedman Elementary School's reading curriculum is based on the Competent Reader Model, as described in our Alaska State Frameworks. All instructional methods, strategies, and assessments are specifically focused on the following key elements:
*Fluency, including immediate recall of sight words and rate of reading;
*Accuracy, including phonemic awareness and phonics instruction;
*Comprehension, including vocabulary instruction.

Our kindergarten and first grade teachers implement the Read Well program, which is a unique, research-based reading program that combines systematic phonics, mastery-based learning, and rich content. From the beginning, children develop strong decoding skills, comprehension strategies, and sophisticated content knowledge. This program is effective because it combines student-read and teacher-read text in a "duet" story format. The stories are scaffolded to support increasingly independent reading by students. As students gain independent reading skills, student-read text gradually increases, and teacher-read text is gradually withdrawn. Reading instruction in our primary classrooms is supported by a variety of activities including our book-in-a-bag program, small group learning centers, and thematic units. We strive to provide a balanced literacy program that encourages lifelong love of reading and provides basic skills instruction.

Our second-fifth grade classrooms use the Houghton Mifflin reading program, with support from the Accelerated Reading Program, Wright Group materials, leveled readers, and a variety of trade books. The focus is on creating meaning from text and increasing comprehension, fluency, and accuracy. We are fortunate in our community to have an efficient inter-library program, which links our district libraries with the Petersburg Public Library. We work closely with our public library through an active Friends of the Library organization, which supports school and community reading challenges, Reading is Fundamental book giveaways, and community volunteers in our school.

Parents and community volunteers make up a large part of our literacy program, and provide support for struggling readers and small group instruction.

2b. **(Secondary Schools) English:** Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

N/A

3. **Mathematics, Science, Art, Etc.:** Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

At Stedman Elementary, our mathematics curriculum is based on the premise that math instruction must include a balanced approach to basic computation skills and higher-level analysis skills. There is an emphasis at each grade level on problem solving, mathematical reasoning, and communication skills to express mathematical reasoning. At each grade level students will develop their concepts of numbers, operations on numbers, measurement, estimation and computation, patterns/functions/relations, geometry, and probability through problems and projects that require complex, integrated, and applied mathematical reasoning. Students who need more time to develop basic computational skills will not be prevented from engaging in these complex and rewarding tasks. Instead they will use manipulatives, calculators, and computers to do speedy calculations as they use their reasoning skills to determine what types of operations are appropriate for the problem at hand. Computational skills will still be an expected outcome of instruction, but students will realize that they can create their own patterns of computations that represent their own lines of reasoning. This approach acknowledges that some students construct computational knowledge more slowly than other students. Often students require a meaningful application before they are motivated to succeed at computational skills.

Our Every Day Math program supports this approach to mathematics instruction, and allows our students to master basic operations while applying these skills to real-life situations. We also use the Renaissance Learning Accelerated Math computer program to individualize instruction for all students. Students are assessed three times a year with the STAR Math test, which determines each student's appropriate math level. Teachers are then able to assign specific objectives to each student for practice and subsequent testing. Students enjoy this program because it provides tailored assignments and immediate feedback. Mastery learning is the focus of this program, and we believe it provides a strong backbone for our Every Day Math program.

4. **Instructional Methods:** Describe in one-half page the different instructional methods the school uses to improve student learning.

Stedman Elementary School uses a variety of effective instructional methods to improve student learning. Teachers understand that no two children are alike and no two children learn in identical ways, thus

instruction must be differentiated to meet individual needs. Teachers use a variety of assessments to determine a student's ability or readiness in a particular curricular area, including learning style inventories, interest inventories, formal assessments, observations, and questioning techniques. Also, it is necessary to determine whether students are generally working below or above grade level, or whether they may simply be missing necessary prerequisite skills.

Activities for each group are often differentiated by complexity. Students whose understanding is below grade level will work at tasks which are less complex than those attempted by more advanced students. Those students whose reading skills are below grade level will benefit by reading with a buddy or listening to stories/instructions using a tape recorder so that they receive information orally.

One particularly successful strategy for our kindergarten students and our older students with reading difficulties is our KinderBuddy Reading Program. Older children who struggle with reading are paired with kindergarten students to get additional practice and experience reading away from the teacher as they develop fluency, comprehension, and confidence.

Teachers are able to meet individual students' needs through the use of independent study projects, buddy-studies, learning contracts, and learning centers. Varying the level of questioning (and subsequent thinking skills) and compacting the curriculum are also useful strategies for accommodating differences in ability or readiness. Stedman Elementary is continually striving to implement the most appropriate, research-based methods that have proven successful in increasing student learning.

5. **Professional Development:** Describe in one-half page the school's professional development program and its impact on improving student achievement.

Inservice trainings and workshops are based on student needs and assessment data. In recent years, we have participated in a variety of in-district activities, including LETRS modules (language essentials for teachers of reading and spelling), Accelerated Reading and Math training, webpage design and management, Power School training, and Every Day Math instruction. We utilize the knowledge and expertise of staff members in our district to provide a variety of staff development opportunities, specifically in the implementation of the latest technology applications. This allows us to maximize any training that staff members receive when they travel out of the district for conferences and workshops.

The staff development program at Stedman Elementary is directly focused on helping to achieve student learning goals and supporting student learning needs. It is collaborative in nature; teachers, support staff, and administrators work together in the planning and implementation of our goals. Our staff has engaged in an extensive curriculum mapping process, and we continuously review and update maps as necessary.

We are fortunate to have release time every Friday afternoon for grade level planning and collaboration, and implementation of strategies and skills gained through inservice opportunities. Our local school board and community have been very supportive of this release time, and we feel it greatly benefits our students. Teachers truly value this weekly collaboration time. It also allows us to work with staff members in the Middle School and High School.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): _____
   (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes _____ No _____

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

$_____ K	$_____ 1st	$_____ 2nd	$_____ 3rd	$_____ 4th	$_____ 5th
$_____ 6th	$_____ 7th	$_____ 8th	$_____ 9th	$_____ 10th	$_____ 11th
$_____ 12th	$_____ Other				

4. What is the educational cost per student? $_____
   (School budget divided by enrollment)

5. What is the average financial aid per student? $_____

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? _____%

PART VII - ASSESSMENT RESULTS

Public Schools

Each nominated school must show comparable results in reading (language arts or English) and mathematics for at least the last three years according to the criteria used by the CSSO to nominate the school. The school must show results beyond the first grade in the school. For example, ninth grade test results are not sufficient for 9-12 high schools. For formatting, if possible use or adapt the sample tables (no charts or graphs) at the end of this application.

If the state allows the use of the PSAT, PLAN, SAT, or ACT as part of its accountability system and at least 90 percent of the students in the appropriate classes must take the tests, schools must report the results. For these tests, schools must use national norms. The national school norms for the 90th and 60th percentiles can be found on the Department's website. If fewer than 90 percent of the students take a combination of the tests, that is, the ACT and the SAT or the PLAN and the PSAT, do not report the data.

The school must disaggregate all data for socioeconomic and ethnic/racial groups that comprise sufficient numbers to be a part of the state's assessment reports or are of sufficient numbers to be statistically significant. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups. The school must specify the number and percentage of students assessed by alternative methods.

All test data tables should be attached to the end of the application, with all pages numbered consecutively.

Private Schools

Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested on state tests or assessments referenced against national norms. For formatting, use or adapt the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and for assessments referenced against national norms administered by the school.

If at least 90 percent of the students take the PSAT, PLAN, SAT, or ACT, high schools should report the data.

The school must disaggregate the data for students eligible for free or reduced-priced meals and for ethnic/racial groups if a specific group comprises 10 percent or more of the student body of the school. The school must disaggregate the data whether or not the school actually offers the federal school lunch program. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups.

The school must specify the number and percentage of students assessed by alternative methods. Attach all tables that show test data to the end of this application. Continue to number the pages consecutively.

Subject: MATH	Grade: 3	Test: BENCHMARKS (2001-2004), SBA (2005)			
Edition/Publication Year: 1997	Publisher: CTB/McGraw-Hill				
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Apr.	Feb.	Mar.	Mar.	Mar.
SCHOOL SCORES*					
% Below/Not proficient	7.00%	12.50%	18.20%	15.90%	20.00%
% Advanced/Proficient	93.00%	87.50%	81.80%	84.10%	80.00%
% At Advanced	48.80%	44%	36%	52%	
Number of students tested	44	48	22	62	44
Percent of total students tested	97.72%	100%	100%	100.00%	100.00%
Number of students alternatively assessed	0.00%	0	0	0.00%	0.00%
Percent of students alternatively assessed	0.00%	0%	0%	0.00%	0.00%
SUBGROUP SCORES					
1. __Alaska Native/American Indian__(Specify					
% Below/Not proficient	11%	40%or fewer	60% or more		
% Advanced/Proficient	89%	60% or more	40 % or more		
% At Advanced	22%				
Number of students tested	9	6	4		
SUBGROUP SCORES					
1. ____Disabled_____(Specify					
% Below/Not proficient	75%				
% Advanced/Proficient	25%				
% At Advanced	25%				
Number of students tested	4				
SUBGROUP SCORES					
1. ____Low Income_____(Specify					
% Below/Not proficient	9.50%			33.3%	28%
% Advanced/Proficient	90.50%			66.7%	72%
% At Advanced	42.90%				18%
Number of students tested	21			18	
SUBGROUP SCORES					
1. ____Migrant_____(Specify					
% Below/Not proficient	25.00%				
% Advanced/Proficient	75.00%				
% At Advanced	50%				
Number of students tested	4				
STATE SCORES					
% Below/Not proficient	24.50%	27.80%	28.20%	29.20%	33.70%
% Advanced/Proficient	75.40%	72.20%	71.80%	70.80%	66.30%
% At Advanced	31.20%				
Some cells are empty due to low enrollment numbers in those categories.					

Subject: MATH	Grade: 4	Test: Terra Nova CAT/6 (2001-2004), SBA (2005)			
Edition/Publication Year: 1992,2000, 2001	Publisher: CTB/McGraw-Hill				
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Apr.	Feb.	Mar.	Mar.	Mar.
SCHOOL SCORES*					
% Below/Not proficient	21.70%	19.00%	25.80%	*	*
% Advanced/Proficient	78.30%	81.00%	74.20%		
% At Advanced					
Number of students tested	46	21	62		
Percent of total students tested	97.87%	95%	98%		
Number of students alternatively assessed	0.00%	0	0		
Percent of students alternatively assessed	0.00%	0	0		
SUBGROUP SCORES					
1. __Alaska Native/Am. Indian_____(Specify					
% Below/Not proficient	40% or fewer		50%		
% Advanced/Proficient	60% or more		50%		
% At Advanced					
Number of students tested	5		8		
1. ____Disabled_____(Specify					
% Below/Not proficient	40% or fewer				
% Advanced/Proficient	60% or moe%				
% At Advanced					
Number of students tested	5				
SUBGROUP SCORES					
1. ____Low Income_____(Specify					
% Below/Not proficient	36.40%				
% Advanced/Proficient	63.60%				
% At Advanced					
Number of students tested	22				
SUBGROUP SCORES					
1. ____Hispanic_____(Specify					
% Below/Not proficient	40% or fewer		405 or fewer		
% Advanced/Proficient	60% or more		60% or more		
% At Advanced					
Number of students tested	4		5		
STATE SCORES					
% Below/Not proficient	31.20%	34.60%	35.20%		
% Advanced/Proficient	68.80%	65.40%	64.80%		
% At Advanced					
* Scores not available in proficient/not proficient format.					

Subject: MATH	Grade: 5	Test: Terra Nova CAT/6 (2001-2004), SBA (2005)			
Edition/Publication Year: 1992,2000, 2001	Publisher: CTB/McGraw-Hill				
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Apr.	Feb.	Mar.	Mar.	Mar.
SCHOOL SCORES*				*	*
% Below/Not proficient	16.70%	13.20%	37.20%		
% Advanced/Proficient	83.30%	86.60%	62.80%		
% At Advanced					
Number of students tested	24	68	43		
Percent of total students tested	100.00%	100%	100%		
Number of students alternatively assessed	0.00%	0	0		
Percent of students alternatively assessed	0.00%	0%	0%		
SUBGROUP SCORES					
1. __Alaska Native/Am. Indian_____(Specify					
% Below/Not proficient	60% or more	50%	50%		
% Advanced/Proficient	40% or less	50%	50%		
% At Advanced					
Number of students tested	4	8	8		
1. ____Disabled_____(Specify					
% Below/Not proficient	60% or more				
% Advanced/Proficient	40% or less				
% At Advanced					
Number of students tested	5				
SUBGROUP SCORES					
1. ____Low Income_____(Specify					
% Below/Not proficient	40% or less				
% Advanced/Proficient	60% or more				
% At Advanced					
Number of students tested	7				
SUBGROUP SCORES					
1. ____Hispanic_____(Specify					
% Below/Not proficient		40% or fewer			
% Advanced/Proficient		60% or more			
% At Advanced					
Number of students tested		6			
STATE SCORES					
% Below/Not proficient	33.20%	35.40%	36.40%		
% Advanced/Proficient	66.80%	64.60%	63.60%		
% At Advanced					
* Scores not available in proficient/not proficient format.					

Subject: READING	Grade: 3	Test: BENCHMARKS (2001-2004), SBA (2005)			
Edition/Publication Year: 1997	Publisher: CTB/McGraw-Hill				
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Apr.	Feb.	Mar.	Mar.	Mar.
SCHOOL SCORES*					
% Below/Not proficient	5% or fewer	10.40%	18.20%	15.90%	12.50%
% Advanced/Proficient	95% or more	89.60%	81.80%	84.10%	87.50%
% At Advanced	65.10%	33%	41%	30%	
Number of students tested	44	43	22	53	35
Percent of total students tested	97.72%	100%	100%	100.00%	90.90%
Number of students alternatively assessed	0	0	0	0.00%	0.00%
Percent of students alternatively assessed	0	0	0	0.00%	0.00%
SUBGROUP SCORES					
Subject: READING					
% Below/Not proficient	11%	60% or more	60% or more		
% Advanced/Proficient	89%	40% or more	40% or more		
% At Advanced	22%				
Number of students tested	9	6	4		
1. ____Disabled_____(Specify					
% Below/Not proficient	25%				
% Advanced/Proficient	76%				
% At Advanced	25%				
Number of students tested	4				
SUBGROUP SCORES					
1. ____Low Income_____(Specify					
% Below/Not proficient	4.80%			33.3%	
% Advanced/Proficient	95.20%			66.7%	
% At Advanced	66.70%				
Number of students tested	21			18	
SUBGROUP SCORES					
1. ____Migrant_____(Specify					
% Below/Not proficient	0				
% Advanced/Proficient	100%				
% At Advanced	75%				
Number of students tested	4				
STATE SCORES					
% Below/Not proficient	20.90%	26.20%	26.10%	25.40%	28.80%
% Advanced/Proficient	79.10%	73.80%	73.90%	74.60%	71.20%
% At Advanced					

	Grade: 4	Test: Terra Nova CAT/6 (2001-2004), SBA (2005)			
Edition/Publication Year: 1992,2000, 2001	Publisher: CTB/McGraw-Hill				
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Apr.	Feb.	Mar.	Mar.	Mar.
SCHOOL SCORES*					
% Below/Not proficient	6.50%	19.00%	22.60%	*	*
% Advanced/Proficient	93.50%	81.00%	77.40%		
% At Advanced					
Number of students tested	47	21	62		
Percent of total students tested	97.87%	95%	98%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. __Alaska Native/Am. Indian_____(Specify					
% Below/Not proficient	40% or fewer		50%		
% Advanced/Proficient	60% or more		50%		
% At Advanced					
Number of students tested	5		8		
1. _____Disabled_____(Specify					
% Below/Not proficient	40% or fewer				
% Advanced/Proficient	60% or more				
% At Advanced					
Number of students tested	5				
SUBGROUP SCORES					
1. _____Low Income_____(Specify					
% Below/Not proficient	13.60%				
% Advanced/Proficient	86.40%				
% At Advanced					
Number of students tested	22				
SUBGROUP SCORES					
1. _____Hispanic_____(Specify					
% Below/Not proficient			40% or fewer		
% Advanced/Proficient			60% or more		
% At Advanced			5		
Number of students tested					
STATE SCORES					
% Below/Not proficient		29.20%	28.70%		
% Advanced/Proficient		70.80%	71.30%		
% At Advanced					
* Scores not available in proficient/not proficient format.					

Subject: READING	Grade: 5	Test: Terra Nova CAT/6 (2001-2004), SBA (2005)			
Edition/Publication Year: 1992,2000, 2001	Publisher: CTB/McGraw-Hill				
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Apr.	Feb.	Mar.	Mar.	Mar.
SCHOOL SCORES*				*	*
% Below/Not proficient	20.80%	13.20%	14.00%		
% Advanced/Proficient	79.20%	86.80%	86.00%		
% At Advanced					
Number of students tested	24	68	43		
Percent of total students tested	100.00%	100%	100%		
Number of students alternatively assessed	0.00%	0	0		
Percent of students alternatively assessed	0.00%	0%	0%		
SUBGROUP SCORES					
1. __Alaska Native/Am. Indian_____(Specify					
% Below/Not proficient	60% or more	50%	38%		
% Advanced/Proficient	40% or fewer	50%	63%		
% At Advanced					
Number of students tested	4	8	8		
1. ____Disabled_____(Specify					
% Below/Not proficient	60% or more				
% Advanced/Proficient	40 % or fewer				
% At Advanced					
Number of students tested	5				
SUBGROUP SCORES					
1. ____Low Income_____(Specify					
% Below/Not proficient	40% or fewer				
% Advanced/Proficient	60% or more				
% At Advanced					
Number of students tested	7				
SUBGROUP SCORES					
1. ____Hispanic_____(Specify					
% Below/Not proficient		40% or fewer			
% Advanced/Proficient		60% or more			
% At Advanced					
Number of students tested		6			
STATE SCORES					
% Below/Not proficient	22.50%	29.00%	29.80%		
% Advanced/Proficient	77.50%	71.00%	70.20%		
% At Advanced					
* Scores not available in proficient/not proficient format.					

Subject: WRITING	Grade: 3	Test: BENCHMARKS (2001-2004), SBA (2005)			
Edition/Publication Year: 1997	Publisher: CTB/McGraw-Hill				
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Apr.	Feb.	Mar.	Mar.	Mar.
SCHOOL SCORES*					
% Below/Not proficient	2.30%	31.30%	40.90%	31.70%	42.50%
% Advanced/Proficient	97.70%	68.80%	59.10%	68.30%	57.50%
% At Advanced	53.50%	4%	14%	5%	
Number of students tested	43	48	22	63	44
Percent of total students tested	100.00%	100%	100%	100.00%	90.90%
Number of students alternatively assessed	0	0	0	0.00%	0.00%
Percent of students alternatively assessed	0.00%	0	0	0.00%	0.00%
SUBGROUP SCORES					
1. __Alaska Native/American Indian__(Specify					
% Below/Not proficient	0%	50%	60% or more		45%
% Advanced/Proficient	100%	50%	40% or more		55%
% At Advanced	33%				
Number of students tested	9	6	4		9
SUBGROUP SCORES					
1. _____Disabled_____(Specify					
% Below/Not proficient	25%				
% Advanced/Proficient	75%				
% At Advanced	25%				
Number of students tested	4				
SUBGROUP SCORES					
1. _____Low Income_____(Specify					
% Below/Not proficient	4.80%			38.9%	50%
% Advanced/Proficient	95.20%			61.1%	50%
% At Advanced	47.60%				
Number of students tested	21.00%			18	18
SUBGROUP SCORES					
1. _____Migrant_____(Specify					
% Below/Not proficient	25.00%				
% Advanced/Proficient	75.00%				
% At Advanced	25%				
Number of students tested	4				
STATE SCORES					
% Below/Not proficient	25.20%	41.20%	40.20%	42.00%	46.50%
% Advanced/Proficient	74.80%	58.80%	59.80%	58.00%	53.30%
% At Advanced	27.20%				

Subject: WRITING	Grade: 4	Test: Terra Nova CAT/6 (2001-2004), SBA (2005)			
Edition/Publication Year: 1992,2000, 2001	Publisher: CTB/McGraw-Hill				
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Apr.	Feb.	Mar.	Mar.	Mar.
SCHOOL SCORES*				*	*
% Below/Not proficient	10.9	14.3	19.4		
% Advanced/Proficient	89.1	85.7	80.6		
%At Advanced					
Number of students tested	46	21	62		
Percent of total students tested	97.87	95	98		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. ___Alaska Native/Am. Indian__(Specify					
% Below/Not proficient	50		50		
% Advanced/Proficient	50		50		
%At Advanced					
Number of students tested	8		8		
SUBGROUP SCORES					
1. ___Disabled_____(Specify					
% Below/Not proficient	40 or fewer				
% Advanced/Proficient	60 or more				
%At Advanced					
Number of students tested	5				
SUBGROUP SCORES					
1. ____Low Income_____(Specify	22.7				
% Below/Not proficient	77.3				
% Advanced/Proficient					
%At Advanced	22				
Number of students tested					
SUBGROUP SCORES					
1. ___Hispanic_____(Specify					
% Below/Not proficient	40 or fewer		40 or fewer		
% Advanced/Proficient	60 or more		60 or more		
%At Advanced					
Number of students tested	4		5		
STATE SCORES					
%Below/Not proficient	23.7	23.1	23.2		
% Advanced/Proficient	76.3	76.9	76.8		
* Scores not available in proficient/not proficient format.					

Subject: WRITING	Grade: 5	Test: Terra Nova CAT/6 (2001-2004), SBA (2005)			
Edition/Publication Year: 1992,2000, 2001	Publisher: CTB/McGraw-Hill				
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Apr.	Feb.	Mar.	Mar.	Mar.
SCHOOL SCORES*				*	*
% Below/Not proficient	20.80%	14.70%	11.60%		
% Advanced/Proficient	79.20%	85.30%	88.40%		
% At Advanced					
Number of students tested	24	68	43		
Percent of total students tested	100.00%	100%	100%		
Number of students alternatively assessed	0.00%	0	0		
Percent of students alternatively assessed	0.00%	0%	0%		
SUBGROUP SCORES					
1. __Alaska Native/Am. Indian_____(Specify					
% Below/Not proficient	60% or more	38%	25% or fewer		
% Advanced/Proficient	40% or fewer	63%	75 % or more		
% At Advanced					
Number of students tested	4	8	8		
1. ____Disabled_____(Specify					
% Below/Not proficient	60% or more				
% Advanced/Proficient	40% or fewr				
% At Advanced					
Number of students tested	5				
SUBGROUP SCORES					
1. ____Low Income_____(Specify					
% Below/Not proficient	40% or fewer				
% Advanced/Proficient	60% or more				
% At Advanced					
Number of students tested	7				
SUBGROUP SCORES					
1. ____Hispanic_____(Specify					
% Below/Not proficient		40% or fewer			
% Advanced/Proficient		60% or more			
% At Advanced					
Number of students tested		6			
STATE SCORES					
% Below/Not proficient	24.60%	22.90%	23.80%		
% Advanced/Proficient	75.40%	77.10%	76.20%		
*Scores not available in proficient/not proficient format.					